

# The English Leaflet

THE ENGLISH LEAFLET is published at Boston, by the New England Association of Teachers of English. Subscription price, One Dollar. Secretary-Treasurer, A. Bertram DeMille, Winthrop, Massachusetts. Editor, Charles Swain Thomas, Harvard University, Cambridge, Mass.

Vol. XXIV

DECEMBER, 1925

Number 217

## THE SPRINGFIELD MEETING

Dr. Henry Seidel Canby, of *The Saturday Review*  
 Professor John M. Clapp, New York University  
 Professor Rollo W. Lyman, University of Chicago  
 Dr. Frederick H. Law, Stuyvesant H. S., New York  
 Professor George S. Counts, Yale University  
 Mr. Alfred M. Hitchcock, Hartford  
 Mr. Ernest R. Caverly, Newton High School  
 Mr. Charles Swain Thomas, Harvard University

These men will address the members of the Association at the annual fall meeting, which will be held in Springfield on Friday and Saturday, December 4 and 5. The subjects that will be discussed are all of timely interest and will provide both instruction and inspiration. Mr. Caverly will give a report of the Chicago meeting of the National Council; Professor Clapp will discuss the results of the national survey undertaken under the auspices of the National Council of Teachers of English; Professor Counts will speak on "Curriculum Revision in English"; Mr. Thomas will discuss Poetry and give readings; Dr. Canby will address teachers at the Saturday luncheon on "The Writing of English."

Sectional meetings will also be held for which excellent programs have been prepared by the chairmen: (1) College and University instructors, Professor John L. Lowes, chairman; (2) Normal School teachers, Dr. Charles Russell, chairman; (3) Secondary School teachers, Mr. Merrill P. Paine, chairman; (4) Elementary School teachers, Miss Evelyn T. Holston, chairman. These meetings will also provide opportunity for informal, round-table discussions.

Teachers are invited to visit the Springfield schools and colleges on Friday before the sessions of the Association begin. All meetings will be held in the High School of Commerce, where a cafeteria supper will be served on Friday evening for the accommodation of visiting teachers. The charge for the Saturday luncheon at which Dr. Canby will speak, will be \$1.00. Reservations for the luncheon should be sent at once to Miss Mary A. Weaver, Technical High School, Springfield.

We hope that the meeting will give teachers opportunity to become better acquainted with each other and will promote a stronger feeling of professional fellowship.

CHARLES A. COCKAYNE.

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## AN EXPERIMENT IN CO-OPERATION: SCHOOL AND INDUSTRY

ALICE E. SHERBURNE

Haverhill High School, Haverhill, Massachusetts

*The article that follows outlines with admirable clarity a type of work too frequently neglected by those who are responsible for the English work in our high schools. As teachers we so often find ourselves so thoroughly enmeshed in classroom routine that we lose sight of the great world of business that demands the ungloved clinch with practical, everyday affairs.*

*Of all our educational institutions, the commercial high school has perhaps kept in closest touch with business demands. But even here this touch has too often thrown its strongest emphasis upon business letters and office methods. Miss Sherburne's experiment at Haverhill is of an altogether different type. It has sought to establish a more vital connection. It has searched more closely the heart of business and has provided a more impressive stimulus for initiative and high achievement. The students who took the trips described will enter the business world with an enlarged division, a keener insight, and a more intelligent understanding of the technique which their school has taught.*

*—The Editor.*

### I

Haverhill, in which this experiment of co-operation in school and industry was made, is primarily an industrial city. In the commercial department of the high school it was felt, however, that the pupils had developed a scorn for labor and were in search of merely "white-collar" jobs. A series of visits was accordingly planned to certain establishments of the city. To these visits were to be added a business talk and two special pieces of work to be done in collaboration with the course in typewriting. The pupils would, it was hoped, learn at first hand as much as possible regarding the raw materials and different processes used in manufacture. They would



personally see the fine divisions of labor and secure a knowledge of labor-saving devices; they would meet people, acquire some understanding of business administration, and see how business was conducted on a large scale; they would learn the fact that it sometimes takes hundreds of people to produce the smallest items necessary in daily life; they would, above all, learn to respect the labor which produces things which are worth while.

These trips were planned in connection with the work in commercial English of Grades XI and XII. Oral reports of each trip were to be given in class; written reports in the form of booklets were to be passed in at a given date; and formal business reports were to be typed, with facts and figures. The trips were made outside of school hours under the supervision of the teacher of commercial English.

The places selected for the trips were of as varied a nature as possible. No pupil made more than one trip unless he asked especially to go to another place. Visits were made to the office of the daily city paper, the Telephone Exchange, the Twentieth Century Bakery, the Post Office, a dry goods store, and the City Hall. The local branch of the Western Union Telegraph Company sent a man to speak to the pupils. Pupils interviewed graduates from the commercial course of the high school now actually at work. Finally, letters were secured from the employers of such graduates, and the pupils later filled with excerpts from these letters a page of the school weekly paper.

The plan of organization was the same for each visit. The head of the commercial department went to each establishment, explained to the manager the purpose of the proposed visit, and asked permission for the pupils to come at a certain fixed time. In every case the managers showed great interest in the plan and promised to co-operate in every way. The class was then divided by the teacher into groups of four or five each, each group to be responsible for a special part of the trip, as well as for a general idea of the whole establishment. The date and time were fixed in the minds of the pupils, a definite meeting place arranged. All the trips were made at two o'clock; the business talk, however, was given

during the school session; the interviews were secured outside of school; the excerpts from letters were a part of the composition period.

## II

The general working of the plan may be illustrated by the trip made by grade XI-C, fifty-six in number, to the office of the daily local paper, the *Gazette*. One group was to look out especially for such topics as the duties of the different editors—the chief, the city, the financial; the reporters; proof-readers; printers; type-setters; pressmen. Another group inspected the linotype machines; the monotype; others looked out for galleys, forms, the mat, etc. Four men were appointed by the manager of the *Gazette* to guide pupils about, to answer all their questions, and to provide them with any material which they might need. Bits of type, of mat, and samples of metal were given them to illustrate the oral themes, which, two days after, were to be given in class. A period of two hours was spent on this visit. The pupils were interested, enthusiastic, and eager to tell all about the plant.

Two days after the visit came the day of oral themes. Each group in the XI-C section had selected a speaker. The members of each group had previously met and pooled their material so that the individual speakers might do their best for the group. When each speaker had finished, other group members might supplement the talk. There was in every case a waiting list of those who wished an opportunity to speak, a condition not usually found on oral-theme days.

The written reports were finished with as much energy as the oral. In nearly every case they were typed, the teacher of typing giving extra class credit for the extra work. Many of the reports, which were from five to ten typed pages in length, were illustrated with suitable pictures, hand-drawn or cut from magazines. A list of the subjects used for written reports follows:

1. The History of Printing
2. The History of the Printing Press
3. How Papers are Distributed

4. Organization of the *Gazette* Company
5. Influence of the Paper for Good or Bad
6. Libel
7. Postage and Postal Service for Newspapers

Most satisfactory of all the results of this visit were, perhaps, the echoes which came to the teacher of conversations held by pupils with employees in the *Gazette* office.

"You get good pay as a linotypist, but you have to study hard to learn."

"It's pretty dirty work to run a Hoe press, but someone has to do it. And it takes skill, too."

"They have unions—printers. I wonder if they make trouble like the Shoe Workers' Protective? Guess I'll look it up."

Out of the visit came two more developments. The classes had a newspaper day when each brought to class a newspaper of some sort. The pupils sent to Texas, Florida, Michigan, and California for newspapers, comparing them for news value with Massachusetts papers. Finally, the pupils made a newspaper of their own, each group writing some special part. The paper was complete, even to advertisements.

The other establishments to which reference has been made were visited by three sections of grade XII-C. The method of procedure was exactly the same as with the *Gazette* plant except that the groups now took notes, for the most part in shorthand.

At the Telephone Exchange the pupils visited every part of the system, under the guidance of two clerks, who were released from duty for the entire afternoon for this purpose. Pupils grasped, for almost the first time, the tremendous need of concentration, which has been preached to them for years. That the lesson was not lost was proved by scraps of conversation overheard later by the teacher. Here the organization of the company was looked into, together with the methods of running the rest and recreation rooms maintained by the company.

As a result of this visit, oral reports were given, and a written report made, each group contributing one part. The



artistic boy of the class made a very beautiful cover for the report, which, at the request of the manager, was later sent to the Telephone Company and kept in the local office. Some of the topics covered by the reports, oral and written, were: Outside and inside construction; toll calls; party lines; pay stations; hours; wages; methods of learning the business; chances for promotion; rest and recreation; Mutual Benefit Association; the company magazine.

A trip to the Twentieth Century Bakery plant introduced new features. The pupils who study chemistry saw that chemistry is more than theory; they learned that an expert chemist, who has been trained by the company at great expense, gives all his time to testing the products of the plant. Here the class saw the need of absolute cleanliness, a situation which made them ponder over the paper and ink spots on their classroom floors. They were impressed also with the fact that all business in this plant went on with no conversation, the manager explaining that talking was not forbidden but that the men were too busy to waste time on words. The teacher later received from one pupil a very good paper on attention to business in school, evidently an echo of the manager's speech.

Oral and written reports were later made by the pupils of this section on the process of storing and mixing; the make-up; wrapping and shipping; pastry; doughnuts; organization; wages; unions. Some other pupils were inclined to envy this particular group, since generous samples of doughnuts were pressed upon all who made a visit to the plant.

Two sections of grade XII-C visited the City Hall and the Post Office. No new features were introduced, the same plan being followed as with the other groups. The pupils realized for the first time what an amount of planning goes to the apparently simple process of issuing a dog license or getting a letter to its destination. It was a revelation to most of them to see a postal clerk in jumper and overalls opening a sack of mail, and to know that a police official had to scrub cells and clean corridors. That the knowledge had come home to them appeared in their oral themes and written themes on such subjects as: opening the mail; the duties of a police officer;

how the city treasurer makes out bills; the work of the city bacteriologist.

The last trip, a visit to a dry goods store, called for the most careful work of all the industry trips. The group chosen consisted entirely of girls. The general manager assigned a clerk from each department to be of service to the girls, who made a thorough investigation of the whole system from office to basement. No special oral work was done by the girls after the survey, but a class period was given to discussion and planning for the writing of a joint report. The cover was designed by an artistic boy, and the corrected report was typed by one girl, who received extra credit from the teacher of typewriting.

### III

The pupils, so far, had visited the establishments. Now the process was reversed, and the Telegraph Company sent its local manager to address the pupils of grade XI-C. He proved to be a most interesting speaker, impressing on the pupils the very things for which the department had been working, among them the hard labor which had gone into building up a system like the Western Union. He gave the teacher blanks of all kinds, which were afterwards used for writing telegrams, cablegrams, and radiograms, in connection with the work in commercial English.

Two special pieces of work finished the experiment in co-operation. One especially was in connection with the work required by the teacher of typewriting, who gave special credit for the finished work. Each pupil in one section of the typewriting classes interviewed a graduate from the commercial department, who is or has been actively employed in business. The pupil was to give a brief biography of the graduate, state fully his or her connection with the business world, and conclude with the advice which he or she might give to pupils now in school. These interviews were corrected by the teacher of commercial English and then typed in a very special way. They were bound with an artistic cover, and dedicated to the head of the commercial department. The pupils thus learned at first hand the value to the outside world of some of the

things which they are required to learn in school. In nearly every case the advice given by graduates was for pupils to follow directions and get all they could out of school, especially from the English course.

The second special piece of work, combining school and industry, was the condensing of a series of letters for the school weekly paper. Every spring the head of the commercial department sends out to business men a form letter, worded by pupils of XII-C, announcing that his department can supply employees. This year a new plan was adopted: the employers of graduates from the commercial department since 1915 were asked for letters containing an estimate of the work of such employees. These letters were condensed by one section of grade XII-C. These summaries, after being corrected by the teacher, were printed on the last page of the school weekly paper. On the first page appeared a headline, prepared by pupils, and a short paragraph calling attention to the last page. Copies of the paper were sent, with a form letter, to all business men who may have opportunities in their offices for commercial graduates of the high school.

This in brief, was the experiment in co-operation between school and industry. As a result, the pupils have shown a renewed interest in oral and research work. They have learned the correct method to follow in making surveys and reports, in writing form letters and summaries. They have a knowledge of certain occupations and conditions hitherto unknown in their own city—they have gone off the beaten track and have seen that there is more to do, and do with dignity, respect, and honor, than merely to train for office work. The experiment is to be extended next year, it is hoped, to include the basic industries—a tannery, a shoe factory, a wood heel plant, a paper mill, and a pulp mill.

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## THE DAILY NEWSPAPER\*

### I How newspapers are made

#### A. Editorial Department

##### 1. Editor-in-chief

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\*A typical outline of one of the reports.



2. City editor
3. Financial editor, etc.
4. Reporters

B. Printing Department

1. Proof readers
2. Printers
3. Type setters
4. Pressmen
5. Linotype machines
6. Monotype machines
7. Galleys
8. The Make-up
9. Forms
10. Mat, etc.

II Business Department

III Publisher

IV How to read newspapers

V Contents

A. News

1. Kinds

a. Political; War; Religious; Educational; Police—crime and court; Military and Naval; Labor and Industrial; Inventions and Discoveries; Health and Medical; Commercial and Financial; Railroad and Building; Accidents and Disasters; Births and Deaths; Travel; Parks; Charity; Agriculture; Legislative; Real Estate.

2. By locality

- a. Local
- b. State
- c. National
- d. Foreign

3. Parts of a News Article

- a. Headlines
- b. Lead
- c. Details

## B. Editorials

1. By whom written
2. Expression of opinions
3. How they should be read
4. How they should be interpreted

## C. Information about the paper itself

1. Subscription, price, etc.

## D. Advertisements

## E. Special articles

1. Science ; Geography ; History ; Biography ;  
Religion ; Education ; Advertisements ;  
Practical Information ; Health.
  - a. Care of children
  - b. Cooking
  - c. Cleaning
  - d. Gardening
  - e. Poultry
  - f. Business

## F. Church and Lodge

## G. Market Report

## H. Criticisms of plays, concerts, etc.

## I. Book Reviews

## J. Interviews

## K. Prose, Poetry

## L. Prose Literature

1. Essays
2. Orations

## M. Fiction

## N. Obituaries

## O. Wit and Humor

## P. Illustrations and Cartoons

## Q. Contributions from Subscribers and Readers

## R. Weather Predictions

## S. Legal Notices

## A SIMPLE PROJECT

CLARA C. ANGUS

Hartford Public High School, Hartford, Connecticut

The project I am about to describe came as an outgrowth of the study of letter writing. This was carried on with ninth-grade classes. Our school is a large one and an ancient one. It is so large that a pupil never knows all of the teachers either by sight or name. Few, if any, of the pupils know much of its history. To help them become familiar with some of the things they should know, I suggested that the pupils in the two divisions compile a booklet made up of reports of interviews which they had had with various members of the faculty.

The first step was writing (and often rewriting) letters that would explain the project and ask for an interview. Because of the pupils' limited knowledge of the faculty, I suggested certain people who should be interviewed: the principal emeritus, the principal, the heads of various departments, the superintendent of the buildings, the librarian, one of the gymnasium teachers, the advisers of some of the clubs, the dean, the manager of the lunch room, and one or two of the teachers who had been in the school for a considerable period of time. Each person chose the one whom he preferred to interview, and wrote a letter asking for an appointment. When the letters had been corrected and carefully copied, they were dispatched. Soon the replies began to come to the pupils, either through their session-room teacher or their English teacher. All those asked for interviews were most gracious and cordial in granting them. The pupils went to each interview in pairs—for moral support, and increased accuracy. After the interview, the pupils went over their notes together, and then each wrote it up separately. Both accounts were read to the classes and the better one was chosen by vote to go into the "book". Because of some misunderstanding or continued absence, a few pupils interviewed no one. To these was assigned the task of writing a brief history of the school. From these histories, about six in all, the best was chosen.

When all the accounts were complete, they were typewritten



and bound in a cover on which a picture of the school was pasted. Two copies were placed in the school library. Advance notice was given to the teachers whose interviews had been reported and to the pupils of the classes which had prepared the book. After these had seen it (and the librarian reported many calls for it), an account of the booklet, together with the table of contents, was printed in the school newspaper. This gave others of the high-school pupils a chance to look it over. Carbon copies were sent to several of the grammar schools in the city, preference being given to those schools from which the "contributors" had come.

The project furnished a real incentive for expressing ideas clearly and well, and gave at least a small percent of the pupils in the school a fair idea of the institution they were attending. It gave me a chance to know the pupils a bit intimately, an opportunity rarely offered in a large city school with semi-annual promotions. Though the booklet meant extra work for me, my labor was so splendidly matched by the enthusiasm and co-operation of the children, that I consider it time and energy well spent, and am quite ready to try another project as soon as one occurs to me.

HOTEL RATES FOR THE SPRINGFIELD  
MEETING

Hotel	Location	Single Room		Double Room		Phone Number
		Without Bath	With Bath	Without Bath	With Bath	
Worley, 300 Main St.		\$2.50	\$3.50	\$4.00	\$5.50	River 2240
Kimball, Bridge & Church St.		2.50	3.50	5.00	5.50	River 2400
The Oaks, 700 State St.		2.00	....	4.00	....	River 6160
Bridgeway, Bridge & B'way.		....	2.75	....	5.00	Walnut 3400
Highland, Hillman St.		1.75	2.50	3.00	4.50	River 7800
Cooley, 211 Main St.		2.00	3.00	3.50	5.00	River 1940
Hawkins, 420 Main St.		1.50	2.50	2.50	4.00	River 179
Pynchon, 8 Pynchon.		1.25	2.00	2.50	3.50	River 7310
Massasoit, Railroad		2.00	2.50	3.50	4.50	River 5480
Springfield, 175 Main St.		2.00	2.50	3.00	4.50	Walnut 6410
Coolidge, 241 N. Main St.		1.00	1.50	1.50	2.00	River 3301
Clinton, 120 Main St.		2.00	2.50	3.00	4.00	River 5300

A few women teachers can be accommodated at the Y. W. C. A. The rate would be \$1.00 each. Reservations should be made in advance.

Rooms may also be secured in private homes. The rates vary, but average about \$1.00.

Reservations of rooms may be made, if desired, through members of the Springfield local committee. Write to

Miss Mary A. Weaver  
Technical High School  
Springfield, Mass.

or Mr. Albert T. Smith  
Technical High School  
Springfield, Mass.

Those wishing reservations should indicate the rate desired. The committee will secure for the applicant the best available at that rate.

Reservations at the hotels may be made by direct application. Mention the New England Association of Teachers of English. The hotels listed above are endorsed by the Springfield Chamber of Commerce.

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**of**

**Teachers of English**

**(Organized February 23, 1901)**

**Twenty-Fifth Fall  
Meeting**

**High School of Commerce**

**State Street, Springfield**

**Friday and Saturday, December**

**4 and 5, 1925**

**General Topics:**

**Methods and Problems in English Teaching.  
The Reform Movement in English Instruction.  
The Place of English in American Life.**



## Friday, December 4

4.00 P. M.—General Meeting in Auditorium.

Curriculum Revision in English. Dr. George S. Counts, Professor of Education, Yale University.

Discussion led by Alfred M. Hitchcock, Hartford High School.

Modernity, Environment and Usefulness in the Teaching of English Composition. Dr. Frederick H. Law, Stuyvesant High School, New York City.

5.30 P. M.—Room 132.

Meeting of Teachers of English of western Massachusetts and Connecticut for the purpose of forming a western branch of the New England Association.

6.00 to 7.00 P. M.—Lunch Room.

A cafeteria supper will be served in the lunch room for the convenience of teachers.

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8.00 P. M.—General Meeting in Auditorium.

Touching the Question of Literary Appreciation. Mr. Charles Swain Thomas, Harvard University; Editor of *The Leaflet*.

## Saturday, December 5

9.30 A. M.—Sectional Meetings.

- (1) College and University Group. Room 224. Dr. John L. Lowes, Professor of English, Harvard University, Chairman.

Subject: Freshman Composition and the Schools: Are readjustments possible or desirable? Homer E. Woodbridge, Professor of English Literature, Wesleyan University; J. Tucker Murray, Assistant Professor of English and Director of English A, Harvard University; Ralph P. Boas, Assistant Professor of English, Mt. Holyoke College; D. V. Thompson, Headmaster, Roxbury Latin School.

Discussion led by: Dr. Frederick H. Law, Stuyvesant High School, New York; Morris B. Sanford, Holyoke High School; Harold A. Jeffrey, Central High School, Springfield.

- (2) Normal School Group. Room 103. Dr. Charles Russell, Principal, Westfield Normal School, Chairman.

Round Table Discussion of the Purposes and Practices of Teaching English in our New England Normal Schools.

- (3) Secondary School Group, including Senior and Junior High Schools and Private Schools. Room 231. Mr. Merrill P. Paine, Head of the Department of English, New Haven High School, Chairman.

Subject: The Laboratory Method of Teaching English; The Dalton Plan Adapted to a City High School. Jesse D. Sallee, Director of English, New Britain High Schools, Connecticut.

Discussion led by Miss Marion C. Sheridan, New Haven High School, and Miss Eunice M. Humphrey, New Britain High School.

- (4) Elementary School Group. Room 132. Miss Evelyn T. Holston, Supervisor of Grades IV, V, and VI, Springfield Schools, Chairman.

How may all school subjects be made to serve in the solution of language problems? Mr. Edwin J. Keough, Principal, Highland Junior High School Holyoke.

A description of a fourth grade activity, illustrating work in English. Miss Alice M. Ray, Teacher of Fourth Grade, Barrows School, Springfield.

What special language opportunities might the teacher of foreign children bring to her classroom? Miss Ellen E. Morrissey, Principal, Indian Orchard Elementary School, Indian Orchard, Mass.

11.00 A. M.—General Meeting in Auditorium.

Five-minute reports of Group Meetings by the chairmen.

Report of the Meetings of the National Council of Teachers of English in Chicago. Mr. Ernest R. Caverly, Newton High School, Newton, Massachusetts.

The Reform Movement in English Instruction. Dr. Rollo W. Lyman, Professor of Methods of Teaching English, University of Chicago.

The National Survey on the Place of English in American Life. Professor John M. Clapp, New York University, Chairman of the Committee appointed by the National Council of Teachers of English.

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1.00 P. M.—Luncheon.

Speaker, Dr. Henry Seidel Canby, Editor of **The Saturday Review of Literature**.

Subject, The Writing of English.

The Luncheon will be held at the Hotel Kimball. The charge will be one dollar (\$1.00). Reservations should be sent in not later than December 2, to Miss Mary A. Weaver, Technical High School, Springfield, Mass.

The High School of Commerce is located on State street, opposite the United States Armory. Teachers arriving by train may take any of the following cars directly to the school: Catherine street, Walnut street, King street, State street, Wilbraham Road, Hancock street, Benton street, St. James avenue. All these cars stop directly in front of the school. Ludlow, Palmer, and Worcester cars—not marked "Express"—also stop there.

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### Officers, 1925-1926

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